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ABSTRACT

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Kindergarten assessment materials and the "Strategies for Instruction in Mathematics" suggests tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

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Mathematics Kindergarten Observation Profile for On-Going Assessment and End of the Year Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Kindergarten assessment materials and the *Strategies for Instruction in Mathematics* suggest tasks and questions that can be used for on-going and summative assessment.

Directions for use:

The four main mathematical goals and the specific objectives from the North Carolina *Standard Course of Study* are clustered on this profile according to "big ideas." There are six boxes for recording a student's performance level (1, 2, 3, or 4) at each grading period as some school systems have six grading periods, while others have four grading periods. Teachers will use only the boxes needed. The hexagon beside each "big idea" is for the teacher's summative evaluation and will be filled in at the end of the year.

It is suggested that teachers record an evaluation (performance level) for each objective that is taught during a particular grading period; it is not necessary to record an evaluation for objectives that have not been addressed. Student work, conversations with the student, and observations provide evidence for the evaluation of performance. Evaluations are based on the student's abilities to explain, model, and apply learning. Student work folders (or portfolios) will support the evaluation.

Kindergarten Observation Profile for On-Going Assessment and End of the Year Evaluation

Number Sense, Numeration, and Numerical Operations - Spatial Sense, Measurement, and Geometry - Patterns, Relationships, and Functions - Data, Probability, and Statistics

Descriptions of levels of Performance

- Level IV (Exceeds expectations)**
- consistent performance beyond grade level
 - works independently
 - understands advanced concepts
 - applies strategies creatively
 - analyzes and synthesizes
 - shows confidence and initiative
 - justifies and elaborates responses
 - makes critical judgements
 - makes applications and extensions beyond grade level; applies Level III competencies in more challenging situations

- Level III (Proficient)**
- exhibits consistent performance
 - shows conceptual understanding
 - applies strategies in most situations
 - responds with appropriate answer or procedure
 - completes tasks accurately
 - needs minimal assistance
 - exhibits fluency and applies learning
 - shows some flexibility in thinking
 - works with confidence
 - recognizes cause and effect relationships
 - applies, models, and explains concepts

- Level II (Not yet proficient)**
- exhibits inconsistent performance and misunderstandings at times
 - shows some evidence of conceptual understanding
 - has difficulty applying strategies or completing tasks in unfamiliar situations
 - responds with appropriate answer or procedure sometimes
 - requires teacher guidance frequently
 - needs additional time, opportunities
 - demonstrates some Level III competencies but is inconsistent

- Level I (Limited performance)**
- exhibits minimal performance
 - shows very limited evidence of conceptual understanding and use of strategies
 - responds with inappropriate answer and/or procedure frequently
 - very often displays misunderstandings
 - completes task appropriately and accurately infrequently
 - needs assistance, guidance and modified instruction

Using number



1.01 Model numbers in a variety of ways.

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1.02 Read, write and count using whole numbers; rote count forward to 30 or beyond and backward from 10.

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1.03 Use 1-1 correspondence to identify how many (0 - 10).

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1.04 Recognize numerals and match to sets 0 - 10.

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1.05 Write numerals 0-9 in meaningful contexts.

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1.06 Use ordinals first through fifth.

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1.07 Create and identify sets with more, less, or equal members by matching.

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1.09 Estimate quantities less than 20.

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Computing



1.08 Combine and remove objects from sets, describe results.

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1.11 Share equally (divide) between two people; explain solution.

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Applying



geometric concepts

2.01 Recognize basic two-dimensional (plane) figures: circle, square, triangle, and rectangle. Describe their likenesses and differences and identify them in the environment.

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2.03 Compare and order objects using appropriate vocabulary.

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2.04 Model and use directional and positional words.

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Solving problems



1.10 Create and solve story problems within a group.

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2.02 Complete simple spatial visualization tasks and puzzles.

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Using



measurement concepts

2.05 Use non-standard measurement of length, weight, capacity, and time.

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2.06 Name the days of the week.

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Using patterns/relationships



3.01 Describe likenesses and differences between and among objects.

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3.02 Sort by a given attribute; sort by own rule and explain.

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3.03 Identify, copy, continue, and describe patterns.

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3.04 Create patterns with actions, words and objects.

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Dealing with data and graphing



4.01 Collect data to create concrete and pictorial graphs and describe the results as a group activity.

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